



ROBERT CARRE TRUST ETHICS AND PHILOSOPHY

AQA Religious Studies (Specification A) Religious, philosophical and ethical studies Scheme of Learning

Year 10 – Term 3 and 4 Islamic beliefs

Intent – Rationale

AQA GCSE religious education paper requires students to study two religions. At Carre’s we study Christianity and Islam. Students must know both beliefs and practices within the religions. This scheme will cover Islamic beliefs including keywords, concepts and exam practice. The scheme will address the diversity of believers within Islam and identify the significance and implications of the differing beliefs. There is also an opportunity to discuss and reduce intolerances that may have arisen politically and socially and address British values and their acceptance in all diverse communities in the country. .

| Sequencing – what prior learning does this topic build upon? | Sequencing – what subsequent learning does this topic feed into? |
|---|---|
| <p>Yr 7 – Planet X: leaders Yr8 – Charity: Islamic attitude to Charity</p> | <ul style="list-style-type: none"> • YR 11 - Islamic practices: five pillars, 10 obligations, festivals, heaven and Hell/judgment. • Yr 11 - Themes A, B, D, F: all areas require students to discuss impact and motivation for actions linking to Key religious beliefs. |
| What are the links with other subjects in the curriculum? | What are the links to SMSC, British Values and Careers? |
| <ul style="list-style-type: none"> • Geography • English • PSHE – tolerance, diversity, respect. | <ul style="list-style-type: none"> • Students have an opportunity to learn about themselves and others (SP2). To understand and appreciate the viewpoints of others and understand where these derive from (M3). Respect and tolerance of other faiths and beliefs, developing and demonstrating skills and attitudes allowing them to contribute fully and participate in British life. (SO3) Understand a range of different cultures within modern Britain. (C2) • Within this unit students will have opportunity to explore, investigate and question Islam and challenge stereotypes. (BV 3, 4, 5) • Students will have opportunity to discuss, question and challenge ideologies. (GB4 a & b) |
| What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading? | What are the opportunities for developing mathematical skills? |
| <ul style="list-style-type: none"> • Key words, spelling. Whole school SPAG in use. | <ul style="list-style-type: none"> • |



AQA Religious Studies (Specification A) Religious, philosophical and ethical studies Scheme of Learning

Year 9 – Term 5&6 Islamic beliefs

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?

Know

The two main branches within Islam – Sunni and Shia and the nature of their beliefs. This includes beliefs about Allah, 5 roots, 6 articles and the impact of these beliefs. The nature of Allah including names, qualities and expression of these. Recognition of the prophets and the roles they play; including Muhammed, Ibrahim and Adam. Angels and their roles, Holy books and the most significant as well as Heaven/hell and judgment.

Apply

Knowledge can be applied through exam style question 4, 5 and 12.
Socratic quiz
Keyword tests

Extend

Evaluating the views of themselves and others using religious evidence in order to substantiate and develop claims.
Analyse the impact the views held will have on individuals, communities and denominational groups and establish conclusions to reflect this process.

What subject specific language will be used and developed in this topic?

- Adalat – Justice
- Akhirah – belief in life after death
- All-compassionate – all loving, benevolent
- Beneficence – act of charity or kindness
- Caliph – successor of Muhammad as the spiritual leader of Islam
- Hadith – teachings of Muhammad
- Imamate – leadership
- Immanence – Allah is within the world, closer to us than our heartbeat
- Merciful – show forgiveness and compassion
- Omnipotence – belief that Allah is all powerful
- Risalah – communication between man and Allah in the form of books, prophets and angels
- Tawhid – belief in the oneness of God.

What opportunities are available for assessing the progress of students?

- A range of 12 mark questions
- A range of 4 or 5 mark questions – Teacher assessed
- A range of 4 or 5 mark questions – Peer assessed.
- Yr 9 internal examination.



ROBERT CARRE TRUST ETHICS AND PHILOSOPHY

Intent – Concepts

| Lesson title | Teaching activity/task | Assessment/Progress Check | Differentiation/Challenge/Extension | Homework Task | Resources |
|---|--|--|--|---|--|
| Diversity of believers in Islam (2 lessons) | <p>Starter – what do you know?</p> <p>Quiz to recap previous knowledge on Islam.</p> <p>Mind map on key aspects of Sunni and Shia belief.</p> <p>True tube video illustrating tensions and differences today.</p> <p>Keyword sheet highlighting meanings and similarities between the two branches.</p> <p>Complete the core belief sheet.</p> <p>Plenary: Lesson 1 student feedback and teacher guidance of mindmap.</p> <p>Use worksheet 4.6 as a quiz at the end of lesson 2.</p> | <p>Mind map completion through feedback.</p> <p>Core belief sheet quiz</p> | <p>Students can be limited on content in mindmap, given key ideas, pre populated mind map. Limit keywords in sheet.</p> <p>Highlight similarities in keywords activity.</p> <p>Mind map task – underlining overlap in key ideas.</p> | Complete any outstanding work. | <p>EP Yr9 modules – Belief -Islam new</p> <p>The Oxford Teacher handbook for GCSE Islam: Worksheet 4.7, 4.6</p> |
| Nature of Allah (2 lessons) | <p>Starter – match the word activity/ draw a dodo task.</p> <p>Students to work out word clues. Use the quotes and link to appropriate keyword</p> <p>Teacher exposition of how to complete. Class feedback/class plan. Use worksheet 4.14 to help. Students to complete the 12 mark practice question in the lesson.</p> | 12 mark question | <p>Differentiation by outcome of 12 mark question.</p> <p>Link the quote task – more quotes than words so some students will be able to see where there are multiple choices.</p> <p>Quote task – ideas how this may impact on a Muslims life.</p> | | <p>EP- EP Yr9 modules – Belief -Islam new</p> <p>The Oxford Teacher handbook for GCSE Islam: Worksheet 4.12, 4.13 4.14</p> |
| Prophethood (2 lessons) | <p>Starter – Chinese whispers</p> <p>Teacher exposition of prophethood. Research task or fortune teller. Students required to cover 3 main prophets, roles and significance.</p> <p>Plenary – play your cards right.</p> | Research sheets/ play with fortune teller | <p>Differentiation through depth of research.</p> <p>Understanding the role of the prophet to each Muslim.</p> <p>Link previous quotes</p> | | EP- EP Yr9 modules – Belief -Islam new |
| Quran (2 lessons) | <p>Starter – what does a piece of paper cost</p> <p>Ordering task regarding the importance of the Qur’an.</p> <p>How do we show respect – statement order (opinion)</p> <p>Unscramble the words, match definition.</p> | Ordering task, discussion, 12 mark question. | <p>Differentiation - outcome</p> <p>Order statement task, opinion task – justification of their order.</p> <p>Why is the Qur’an priceless? Links to Christian beliefs</p> | “For Muslims, following the example of Muhammad is more important than following the teachings of the Qur’an.” (12 marks) | EP Yr9 modules – Belief -Islam new |



ROBERT CARRE TRUST ETHICS AND PHILOSOPHY

| | | | | | |
|---|--|--|---|--|--|
| | Videos disrespecting the Qur'an – discussion. 12 mark question guidance and support. Plenary :Group questions | | | | |
| Angels (2 lessons) | Starter – match the angel to their role. Watch video as an introduction. Carousel activity on roles of angels Quiz questions. 5 mark question - | Explain Muslim teaching about angels. (5) | Outcome for 5 and 12 mark question. Carousel activity can be adapted with pre populated words, given key words to for in, peer support through groups. 5 mark question and 12 mark question | 'All Muslims should believe in angels.' Do you agree? Why might someone disagree? (12 Marks) | EP Yr9 modules – Belief -Islam new The Oxford Teacher handbook for GCSE Islam: Worksheet 4.16 |
| Belief in life after death (1/2 lessons) | Starter – picture stimulus Fill out information sheet. This can be done as a carousel, memory activity, team challenge (1 person goes somewhere and feeds back). Exam question - peer mark | Explain two Muslim teachings about paradise. (5) | Outcome for 5 mark question Suggestions of how 5 mark can be improved. | | EP- EP Yr9 modules – Belief -Islam new |